

PLACE-BASED

EDUCATION

By: The Brainy Bunch (Stephanie, Faith, Megan, Alex)



LAND ACKNOWLEDGEMENT

WE WOULD LIKE TO BEGIN BY ACKNOWLEDGING THAT WE ARE SITUATED ON THE TRADITIONAL UNCEDED TERRITORY OF THE TK'EMLÚPS TE SECWÉPEMC WITHIN SECWÉPEMC'ULUCW, AND RECOGNIZE THAT THIS HAS BEEN A PLACE OF LEARNING, TEACHING AND LIVING SINCE TIME IMMEMORIAL. WE ARE GRATEFUL TO HAVE THE OPPORTUNITY TO LEARN AND LIVE HERE AND ARE COMMITTED TO DOING WORK THAT SUPPORTS DECOLONIZATION, RECONCILIATION, AND INDIGENIZATION.



AGENDA

- Summarizer/ Visualizer
- Passage picker/ Wordsmith
- Webber/ Questioner
- Actualizer/ Activity

SUMMARY

Place-Based education has had a few definitions, but in 2017, Getting Smart created a new one that “situates PBE inside global conversations about innovative instructional approaches that enable student agency, boost access and opportunity, prioritize deeper learning, and personalize learning” (p. 5). PBE is anytime, anywhere learning that is designed to connect learning and communities. Doing this increases “student engagement, boost[s] academic outcomes, impact[s] communities, and promot[es] understanding of the world around us” (Getting Smart, 2017, p. 8). This model will not look the same everywhere, as it is diverse across rural, urban and suburban areas.

The Teton Science Schools have outlined design principles that can inform the development of PBE in any setting, and the principles are as follows: local to global context, learner-centered, inquiry based, design thinking, community as classroom, and interdisciplinary approach (Getting Smart, 2017, p. 10). There are also several learning models that are facilitated through, paired with, and/or complemented by PBE, a few examples being: experiential learning, project-based learning, and social and emotional learning. PBE reflects a growing recognition that learning situated in local contexts enhances its relevance and impact, and helps students develop critical problem solving and leadership skills.

This approach also sits squarely in the middle of formal and informal education, making learning both flexible and holistic. The impact of PBE cannot be understated, as it not only generates “learners who graduate with deeper learning outcomes that include and extend beyond the curriculum,” but it also “serves as the foundation for highly functioning democratic and sustainable communities and societies” (Getting Smart, 2017, p. 21).

PBE



PASSAGE #1



"In classrooms where deeper learning is the focus, you find students who are motivated and challenged—who look forward to their next assignment. They apply what they have learned in one subject area to newly encountered situations in another. They can see how their classwork relates to real life. They are gaining an indispensable set of knowledge, skills, and beliefs, including mastery of core academic content, critical thinking and problem solving, collaboration, effective communication, self-directed learning, and an academic mindset." (p.12)

Place-based education is significant to the role of a teacher because it aligns with the principles of deeper learning. As teachers, we are tasked with creating different environments where students not only gain knowledge in academics, but also develop critical thinking skills such as problem-solving, and communicating with their community, classmates, and self. By using real-life examples it allows students to see the relevance in what they are learning and apply it into practice in and out of the classroom. As teachers when we design lessons that integrate culture, environment, and community means that we have the opportunity to create academic mindsets. Students may find that this type of approach sparks curiosity and a sense of purpose, driving students towards new learning opportunities.

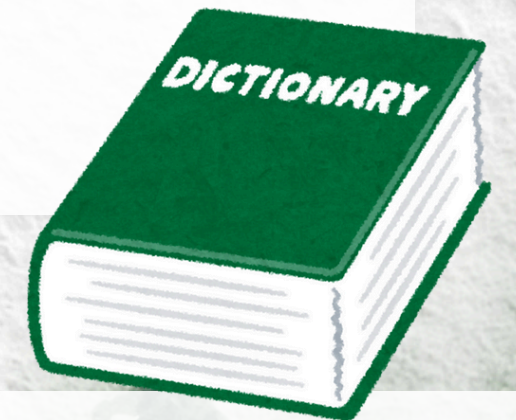
PASSAGE #2



“Place-Based Education is an approach that connects learning and communities with the primary goals of increasing student engagement, boosting academic outcomes, impacting communities and promoting understanding of the world around us. In addition to these goals, there are many additional benefits to place-based learning experiences. These benefits can impact students, teachers, families, communities and society”. (p.8)

I think that place based learning is a multifaceted practice because it shifts from the one-size-fits-all approach of teaching to a more dynamic and contextually rich approach. Place based learning fits perfectly into anyones teaching practice because it makes learning relevant and authentic by connecting students to their immediate environments such as their community, neighbourhood, and culture. Isn't that why we're here? As teachers, utilizing place-based methods taps into curiosity which draws on personal experiences making our lessons more meaningful and memorable. The role of education is significantly changing (technological) and we as teachers have the opportunity to take advantage of teaching moments like these. The biggest investment we can make as teachers is the time we spend increasing engagement within our classrooms, which ultimately leads to higher learning in all aspects of life.

WORDSMITH



ACCULTURATION

Definition: The process by which a human being acquires the culture of a particular society from infancy...preschool/kindergarten

The classroom's multicultural activities helped students with acculturation, allowing them to better understand and embrace the diverse cultures represented in their classroom



REVITALIZE

Definition: To give new life; to restore or give strength to something. Often used when talking about refreshing something that is lacking energy or drive.

The after-school program was designed to revitalize students' enthusiasm for academics to further help them engage with their studies.

REINVIGORATED

Definition: To give new or renewed strength or energy to (something or someone)

The teacher's inspiring speech reinvigorated the students' passion for learning and motivated them to work harder.

Environment as Integrating Context + p.14
Service Learning p.12
Experiential Learning p.11

inquiry-based p.8, 10
contextual p.8
state + National Parks p.18
local knowledge, skills + issues (Smith, p.6)

lenses p.8
Rural Areas p.17

formal + informal, p.7, 14
motivation p.8

relevant p.8
local partnerships p.11, 12, 13, 14, 15, 16, 17

design-thinking p.8, 10
Colleges + Universities p.18

immersive (p.4)
collaboration (Smith, p.6)
authentic (p.4, 5)
student-centered p.8, 10, 11

access + opportunity

VR p.19
deeper learning p.8, 12

think critically p.12
sense of responsibility

for environment (Smith, p.6)
community as classroom p.10

Place - Based Education

More than content knowledge
student agency p.8
personalized p.5, 8

International p.19
foundation for academic subjects

Place - Based schools p.11

CIVIC Learning p.14

Work - Based Learning p.13
job shadows, internships, apprenticeships

inter-disciplinary p.8, 10
Professional Learning p.15

anytime, anywhere p.5
Project-Based Learning p.12

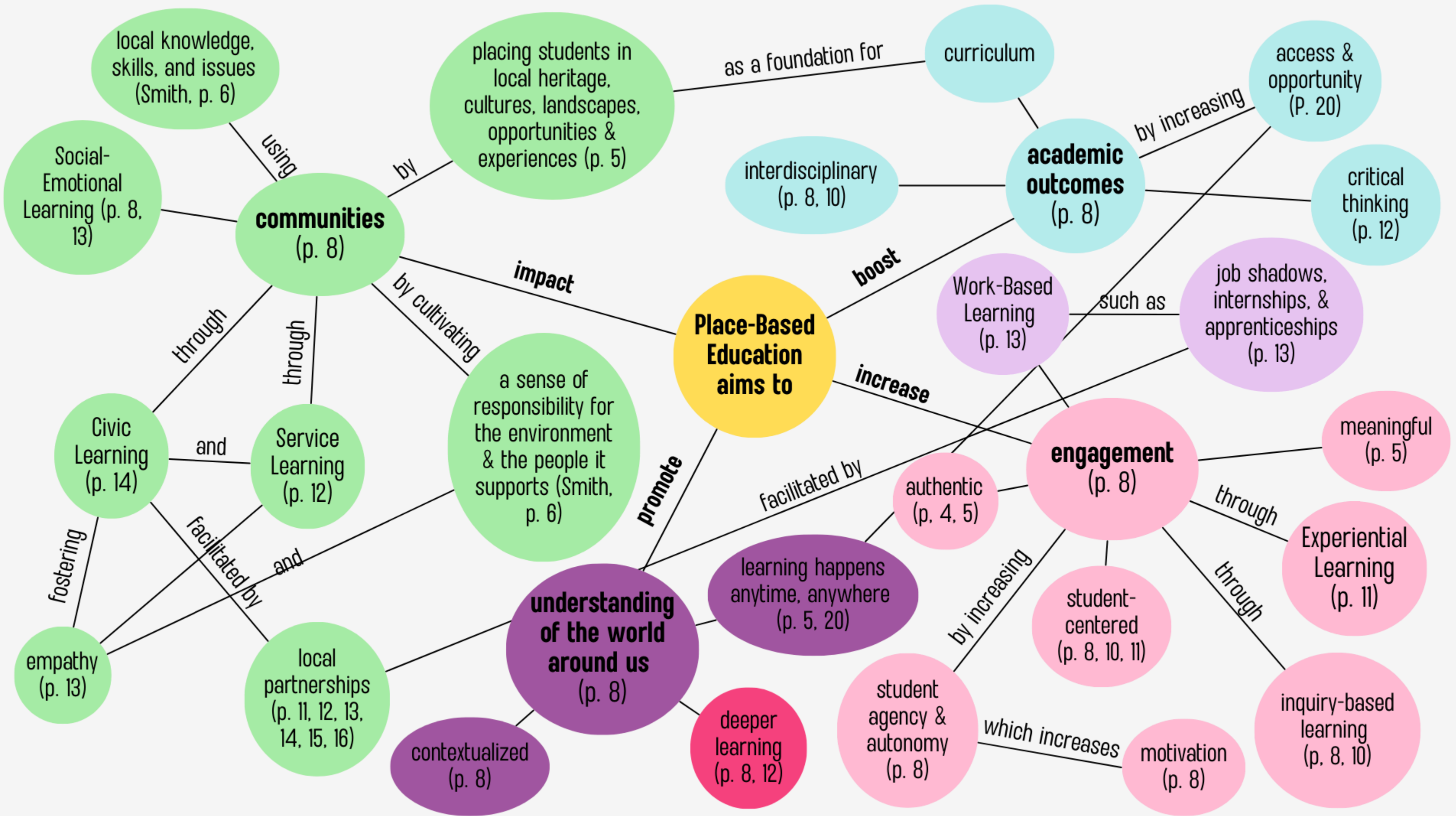
meaningful p.5
Urban Settings p.16
SEL p.8, 13
problem-solving (Smith, p.6)

places students in local heritage, cultures, landscapes, opportunities + experiences (p.5)
relationships p.13, 16

Museums p.17
Goals: Impact communities, p.19
Increase student + teacher engagement, Boost academic outcomes, understanding the world p.8

Role: Webber / Questioner

Place - Based Education



UNANSWERED QUESTION #1

What are some simple, practical ways teachers can begin to implement Place-Based Learning right away?

Place-based education does not require several years or a lot of resources to implement successfully. Some simple, low cost place-based activities teachers can implement with students right away are to go for a walk in a local park, visit a local library, museum, or art gallery, write letters or make videos to send to local, provincial, or federal government officials about issues that students are invested in, launch inquiry-based projects based on students' interests and natural curiosities (i.e. bee hives, snakes), plant a class or school garden, invite people from the community into your classroom as guest speakers, identify issues in the school and brainstorm and implement solutions (i.e. recycling), or go on a virtual field trip.

UNANSWERED QUESTION #2

Can Place-Based Education only happen outside?

No! There is often an association between place-based learning and being outside in the natural world, but this definition of place-based learning is not inclusive of all cultural backgrounds, physical abilities, neurotypes, genders and sexualities, economic situations, and ages (Pullman, 2023). As this quote from a publication by the University of Winnipeg (n.d.) says, “[t]he point of place-based learning is to recognize that learning does not need to be disembodied from physical context” (p. 1). Place-based learning is about making learning relevant and meaningful to the lives of the learners. This learning is possible in both indoor and outdoor settings.

ACTUALIZER

**10 MINS- FIND A SPOT OUTSIDE
YOUR TASK IS TO SILENTLY CREATE A
LIST OF EVERYTHING YOU NOTICE
AROUND YOU.**

**CHOOSE A FEW WORDS THAT SPARK
CURIOSITY OR WONDER AND WHY. PICK
ONE AND WRITE ON THE STICKY
NOTE...WHAT CONNECTIONS CAN YOU
THINK OF PERSONALLY/ACADEMICALLY?**

**FIND YOUR GROUP TO SHARE THE
CURIOSITY OR WONDER WITH.**

OUTDOOR CIRCLE AND SHARE



GROUPS:

Jonah Hector 1
Danielle
Jessica

Makenna 2
Crystal
Maddy

Kendra 3
Jonah Hunchak
Nicole

Jonah 4
Gillian
Ethan

Brad 5
Emilee
Andrea

Anneke 6
Ashley A
Brooke T

Kristie 7
Rylee
Abby

Brooke C 8
Jenna
Carson

Chantel 9
Katelyn
Ashley E

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THANK YOU!